



EMOTIONAL ADJUSTMENT AMONG SECONDARY SCHOOL ADOLESCENT PUPILS

Asia

Research Scholar, Dept. of Education ANU, Guntur.

Abstract

The present study aimed at Emotional Adjustment among Secondary School Adolescent Pupils. The data is collected from 200 secondary school adolescent students in Guntur district with survey method. The study revealed that the 1/5th of mean value is greater than the SD value. The distribution is heterogeneous. The secondary school pupils have well emotional adjustment. Male and female students are significantly influenced with the emotional adjustment. The study also recommended the Parents are expected to treat their children equally and not to give preferential treatment to anyone children.

Key words: Emotions, Adjustment, Adolescent Pupil.

Introduction

The word adjustment means that behaviour that permits people to meet the demands of the environment. It is also defined as a response to stress and adjust. Different psychologists and the leaders of educational thoughts defined the process of adjustment in different terms. The concept of adjustment was first given by Darwin, who used it as adaptation “to survive in the physical world”. Adjustment and adaptation are frequently used in the same sense. Initially adaptation was used by person at meant to attempt to survive in physical conditions of environment, later on psychology come out with the new term Adjustment with a broader concept. New Adjustment means behavioral reaction to personal demands and social adjustment is commonly used in our everyday life. It is equally popular in the discipline of Psychology, Sociology and Education. Life is a continuous series of change and challenges. Everyone is facing such situations for his survival or growth. The strategy used by the individual to manage this is called adjustment. Sometimes, the efforts of the individual are successful and satisfying and then it is a case of good adjustment. But if a person meets frustration in his efforts continuously, the personality adjustment may not be proper and then

it might be a case of maladjustment. Agarwal(2003) the investigator conducted a comparative study of adolescents level of adjustment in relation to the academic success and failure. It was found that successful adolescents were significantly superior in their social emotions and educational adjustment in comparison to unsuccessful adolescents. Singh (2006) examined the effects of socio, emotional and socio emotional climate of the school and sex on the adjustment of students along with their interactions effects. Boys were significantly better than girls in their health adjustment at different levels of socio-emotional climate of the school. Parmar Gira B (2012) the study has been conducted to know the adjustment of secondary school students of Gandhi Nagar district, in this study effect of gender and category on the adjustment of secondary school students.

Adolescence

It is a transitional stage of physical and psychological human development that generally occurs during the period from puberty to legal adulthood. The period of adolescence is most closely associated with the teenage years, though its physical, psychological and cultural expressions may begin earlier and end later. For example, although puberty has been associated with the onset of adolescent development, it now typically begins prior to the teenage years and there have been a normative shift of it occurring in preadolescence, particularly in females (see precocious puberty). Physical growth, as distinct from puberty (particularly in males), and cognitive development generally seen in adolescence, can also extend into the early twenties.

Adolescence is a developmental phase of human life and is derived from the Latin word ‘adolescere’ which means to move. Biologically as well as psychosocially this period of transition from childhood to adolescence is extensively studied. The contemporary adolescents face a greater threat to their mental health as the rates of depression, suicide, substance abuse etc are on the rise among them. The biological pattern in adolescents is more or less similar to that of their ancestors but the psychosocial maturity lags far behind.

Adolescence is a period of many changes brought about by separate events such as puberty, increase in certain psycho-sociogenic motives such as an increase in the need for affiliation, power etc. All of such events invoke turmoil within the biological as well as the social individual. The adolescent needs to renegotiate relationships with parents and caregivers for a healthy resolution of the need for independence. Adolescence however is a universal phenomenon and as such many theories are forwarded to help adolescents to navigate successfully through this phase. One such principle was given by Richard Lerner who

indicated that a child and its family are not static entities but grows and influences each other through mutual interactions. This results in shift in family dynamics and also brings about maturational changes in the adolescent as he crosses the threshold of childhood.

The World Health Organization (WHO) defines an adolescent as any person between ages 10 and 19. This age range falls within WHO's definition of *young people*, which refers to individuals between the age 10 to 24.

Many adolescents today have problems and are getting into trouble. After all, there are a lot of pressures for kids to deal with among friends and family. For some youth, pressures include poverty, violence, parental problems, and gangs. Kids may also be concerned about significant issues such as religion, gender roles, values, or ethnicity. Some children are having difficulty dealing with past traumas they have experienced, like abuse. Parents and their teenagers are struggling between the youth's wanting independence while still needing parental guidance. Sometimes all these conflicts result in behavior problems.

Any number of isolated behavior problems can represent adolescent problems and delinquency-shoplifting, truancy, a fight in school, drug or alcohol ingestion. Sometimes, kids can't easily explain why they act the way they do. They may be just as confused about it as the adults, or they simply see delinquent behaviors as appropriate ways to deal with what they experience. Parents and loved ones may feel scared, angry, frustrated, or hopeless. They may feel guilty and wonder where they went wrong. All these feelings are normal, but it is important to understand that there is help available to troubled kids and their families.

Need of the Study

Today, youth as well as children are facing difficulties in life. These difficulties are giving rise to many psychosomatic problems such as anxiety, tensions, frustrations and emotional upsets in day-to-day life. So the study of emotional life is now emerging as a descriptive science, comparable with anatomy. Actually emotional maturity is very intimately related with individual's health, adjustment and behaviour. Emotional adjustment is a very prominent factor in understanding and predicting an individual's performance at work, home, school etc., so it becomes necessary that a child should have a healthy emotional development. In this age of materialization and modernization, adolescents are facing more emotional problems as compared to in their earlier generations.

School costs its influence on the adjustment of its students. Their adjustment is determined by how far a student is satisfied with his school building, its discipline,

time table, Co-curricular activities, methods of teaching, class and school mates, teacher and head of the institution, school climate and so on.

Home is the source of greatest satisfaction and security to its members. The relationships among the family members and their ways of behavior play a significant role in the process of adjustment of a student.

Emotions play a leading role in one's adjustment to his environment. An individual is said to be emotionally adjusted if he is able to express his emotions in a proper way at a proper time. It requires one's balanced emotional development and proper training in the outcome of emotions.

Adolescence is a period of active growth and development of physical, sexual, social and emotional. There are wide normal variations between the time of onset and the attainment of full maturity. Many adolescents present few if any problems during this potentially turbulent period, and make the necessary adjustments without undue stress to themselves, their family or their friends. Problems in growth and hormonal balance, presenting as short and tall teenagers, menstrual irregularities,

Therefore, in the present study researcher has been proposed to make an effort to uncover certain hidden corners of the reality in this regard. In this study the investigator had tried to answer some of the questions related to emotional adjustment of adolescents.

Review of related literature

Nwadinigwe, (2012) The Impact of Emotional Intelligence on Academic Achievement of Senior Secondary School Students in Lagos, Nigeria. The study revealed that there is a positive relationship between emotional intelligence skills and academic achievement such that developing emotional intelligence skills of a student will lead to the enhancement of his/her academic achievement.

Smt.vandana chauhan,(2013), A study on adjustment of higher secondary school students of drug district Adjustment of male students i.e. 52.94% have average while 38.33% female are average adjustment and 6.66% are unsatisfactory whereas in male students 19.60% are in good adjustment and 19.60% unsatisfactory adjustment level. So female are having good and excellent adjustment level than the male.

Objectives of the study

1. To find out emotional adjustment among secondary school adolescent pupils
2. To find out the influence of the following variables on emotional adjustment among adolescent pupils.

- a) Gender: Boy/ Girl
- b) Locality: Rural/ Urban
- c) Type of School: Govt/ Private
- d) Medium of Instruction: Telugu/ English

Hypothesis

1. There would be no significant difference between secondary school adolescent boys and girls emotional adjustment.
2. There would be no significant difference between rural and urban secondary school adolescent pupils on their emotional adjustment.
3. There would be no significant difference between the government and private secondary school adolescent pupils on their emotional adjustment.
4. There would be no significant difference between Telugu and English medium secondary school adolescent pupils on their emotional adjustment.

Method of the Study

Survey method is found to be relevant to collect the data from secondary school adolescent pupils.

Scope and Delimitation of the Study

1. This study is limited to only 200 secondary school adolescent pupils in Guntur district.
2. This study is limited to only three secondary schools of urban and rural each.

Sample and Sampling procedure

A Stratified random sample of 200 urban and rural secondary school adolescent pupils in Guntur district are selected.

Tool of the Study

A questionnaire is prepared by the investigator with the help of research supervisor.

Scoring

The scoring criterion is the two alternate responses Yes/No. For Yes is 1 Mark, For No is 0 Mark.

Statistical Techniques Used

Mean, % of mean SD and the ‘t’ value are calculated.

Objective-1: To find out the Emotional Adjustment of Secondary School Adolescent Pupils

Table-1 Shows the Mean, SD and % of Mean values of the Whole Sample

Sample	Number	Mean	SD	% of mean	1/5 th of mean
Whole	200	31.11	3.20	77.77	6.225

Interpretation

From the above table it is observed that the mean value is 31.11 and SD being 3.20. The % of mean value is 77.77. The 1/5 of mean is 6.225. The 1/5th of mean value is greater than the SD value. The distribution is heterogeneous.

Hypothesis-1: There would be no significant difference between Secondary School Adolescent boys and girls emotional adjustment.

Table-2 Shows the Mean, % of Mean, SD and ‘t’ value of the Male and Female

Secondary School Adolescent Pupils

Variable	N	Mean	% of mean	SD	S Ed	‘t’
Boys	100	30.21	75.52	3.29	0.41	3.80*
Girls	100	31.77	79.42	2.52		

*= Significant at 0.05 level

Interpretation

The calculated ‘t’ value is 3.80 is more than the table value 1.97 at 0.05 level. Which is significant at 0.05 level. The table value shows that there would be significant difference between boy’s and girl’s emotional adjustment. Hence the null hypothesis is rejected.

Hypothesis-2: There would be no significant difference between rural and urban Secondary School Adolescent Pupils on their emotional adjustment.

Table-3 Shows the Mean, % of Mean, SD and ‘t’ value of the Rural and Urban

Secondary School Adolescent Pupils

Variable	N	Mean	% of mean	SD	S Ed	‘t’
Rural	100	30.97	77.42	2.59	0.41	0.39NS
Urban	100	30.81	77.02	3.30		

NS= Not Significant at 0.05 level

Interpretation

The calculated ‘t’ value is 0.39 is less than the table value 1.97 at 0.05 level. Which is not significant at 0.05 level. The table value shows that there would be no significant difference between rural and urban secondary school adolescent pupils on their emotional adjustment. Hence the null hypothesis is accepted.

Hypothesis-3: There would be no significant difference government and private secondary school adolescent pupils on their emotional adjustment.

Table-4 Shows the Mean, % of Mean, SD and ‘t’ value of the Government and Private Secondary School Adolescent Pupils

Variable	N	Mean	% of mean	SD	S Ed	‘t’
Government	100	31.35	78.37	2.95	0.41	1.75NS
Private	100	30.63	76.57	3.07		

NS= Not Significant at 0.05 level

Interpretation

The calculated ‘t’ value is 1.75 is less than the table value 1.97 at 0.05 level. Which is not significant at 0.05 level. The table value shows that there would be no significant difference between government and private secondary school adolescent pupils on their emotional adjustment. Hence the null hypothesis is accepted.

Hypothesis-4: There would be no significant difference between English and Telugu medium secondary school adolescent pupils on their emotional adjustment.

Table 5 Shows the Mean, % of Mean, SD and ‘t’ value of the English and Telugu Medium Secondary School Adolescent Pupils

Variable	N	Mean	% of mean	S.D.	S.Ed	‘t’
English	100	30.97	77.42	2.59	0.41	0.39NS
Telugu	100	30.81	77.02	3.30		

NS= Not Significant at 0.05 level

Interpretation

The calculated ‘t’ value is 0.39 is less than the table value 1.97 at 0.05 level. Which is not significant at 0.05 level. The table value shows that there would be no significant difference between English and Telugu medium secondary school adolescent pupils on their emotional adjustment. Hence the null hypothesis is accepted.

Findings

- The 1/5th of mean value is greater than the SD value. The distribution is heterogeneous. The secondary school adolescent pupils have well emotional adjustment.
- The variable gender is significantly influenced on the emotional adjustment.
- The variables locality, type of school and the medium of instruction are not significantly influenced on emotional adjustment

Suggestions

- Parents should spend much time with their children rather than their occupations.

- Parents are expected to treat their children equally and not to give preferential treatment to anyone children.
- Teachers are expected to be impartial towards the students.
- It is advised to the teachers that the punishments must not hurt the self-esteem of the student.
- It is suggested that the teacher should not show frustrations of their home front on the students.
- The punishment may be such that they learn something from it.
- The teachers are advised to provide enough time for the students to outdoor games to develop physical energy. So that no emotional disturbances takes place.

References

- Buch, M.B. (Ed) (1991) Survey of research in education, New Delhi: NCERT. Jain P (1972) Agra psychological Association Cell, New Delhi.*
- Monroe, P. (ed.) (1990) International encyclopedia of education. New Delhi: Cosmo Publications.*
- Raju, M.V.R. and Khaja, R. T. (2007) Adjustment Problems among School students. Journal of Indian Academy of Applied Psychology, 33(1), 73-79.*
- Sharma. N & Gakkar S.C. (1991) Adjustment of students of denominational schools a comparative study. The Educational Review, 105,136-138.*
- Shiferaw S, Fantahun M and Bekele A (2006) Psychosocial problems among students in preparatory school in Dessie town, north east Ethiopia. Ethiop. J. Health Development, Vol. 20, No. 1, pp. 47-54.*
- Steinberg, L. (2001). Adolescent development. Annual Review of Psychology, Vol. 52, No. 1, pp. 83-85.*